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ABSTRACT

Frustrated with existing approaches to teaching introductory small group communication, an instructor developed a systematic approach called Group Problem Solving through Communication Styles. Assumptions underlying the course are that the small group communication class is a general education course (it may be the only communication class taken by undergraduate students); and whatever college students learn in the introductory small group communication class must be useful in other personal, professional, and community settings. Five elements comprise the approach: (1) students identify their own and others' unique approach to group work through communication styles; (2) the theory of group communication of the course uses a structural-function approach; (3) case studies are used to make the practice lifelike; (4) a problem solving cycle is tied to communication styles; and (5) organized meetings procedures help facilitate the problem solving cycle. Five weeks are spent on learning and teaching a portion of the theory, and the remaining 11 weeks of the semester focus on the full problem solving cycle. Evaluation includes written tests, group work, written problem solving analysis reports, participation grades, and attendance. (A figure, a fictional case study, a list and brief description of case studies, and a possible semester schedule are included.) (Contains 20 references.) (RS)

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ED 366 019

Communication Styles and Problem Solving:

An Introductory Small Group Communication Class

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Communication Styles and Problem Solving:

An Introductory Small Group Communication Course

It was frustration that prompted me to create an alternative approach to teaching small group communication. I had lost confidence in what little has been available for teaching the introductory small group course. Published texts were either entirely theoretical or a hodgepodge of topics and skills, some of which seemed more relevant to real groups than others. As I visited other instructors teaching this course, I was concerned that small group communication had become at best a series of fun group activities that were loosely tied to an incomplete whole. Consistently, textbooks did not provide the substance and structure I sought for college freshmen and sophomores. Had small group research been focused on the practical communication problems encountered by participants (Sykes, 1990), and had small group pedagogy research been better than nonexistent (Cragan & Wright, 1990), I would never have embarked on this endeavor.

Five years ago, I began to develop a more systematic approach. It included the adaptation of others' works--one was a business management pedagogy researcher and the other a group communication researcher. Creating this approach was a time consuming enterprise and what I came up with was an imperfect, but workable method for teaching the introductory college small group communication course. I call it Group Problem Solving through Communication Styles. In this paper I plan to present 1) the assumptions upon which this approach is based and 2) a description of how it works.

Assumptions

Group problem solving through communication styles rests on two categories of assumptions--those about the students who take the introductory college small group communication class, and those about what students need in the basic group course.

Who are these students?

The small group communication class is a general education course taken by undergraduate students for whom this may be their only communication class. There are also students who will eventually major in communication, but they are a relatively small number. The students in this class are heading for community and business environments where their success may depend on how well they demonstrate group problem solving knowledge and skill.

These same students come from a culture that rewards individuality rather than teamwork. They come from an academic system that talks about diversity and cooperation, but does not teach the skills necessary to deal with those issues. Despite all these contradictions, freshmen and sophomores begin this class with certain innate abilities to succeed in groups and they may not be aware of their aptitude. They can learn to recognize and accentuate their own inborn propensities and to respect the inclinations of others unlike themselves.

Introductory students are better prepared to learn by experience than to learn by listening and reading theory. Yet, they probably have little experience in work groups and some of their practical group knowledge comes from unsuccessful groups. They can learn to articulate what was wrong with past ill-fated groups, to recognize both constructive and troublesome dynamics of present groups, and to affect change within groups.

What do they need?

Whatever college students learn in the introductory small group communication class must be useful in other personal, professional and community settings. Students require a combination of theoretical explanation and practical experience, and instructors struggle with the balance of time between theory and practice (Cragan and Wright, 1990). In an upper division group communication class for communication majors, the emphasis on theory is appropriate. In the introductory course for non-majors, it is fitting to have practice take precedence over theory. For students to understand their own place in this life-like instruction, they require a mechanism for comprehending their own abilities and uniqueness and those of other students. That means, students need to encounter and deal with a diverse group of members. Because the basis of all small group study is small group decision-making (Sykes, 1990), problem solving warrants the focus of the group work.

It is difficult to do all of this in a semester course. Despite their efficiency, Poole and Folger (1981) argued against the use of zero-history groups. Groups that are more long-term allow participants to experience a more fully developed group process, to demand group members to re-commit, re-negotiate, and re-evaluate in order to achieve group success. Longer-term groups are more real in that participants eventually move past the honeymoon phase and present who they really are (Cragan and Wright, 1990).

Description

There are five elements of group problem solving through communication styles. Students identify their own and others' unique approach to group work through communication styles. The theory of group communication portion of the course uses a structural-function approach which is compatible with the communication styles. To make the practice life-like, case studies are used. A problem solving cycle is tied to the

communication styles. And finally, organized meeting procedures are included as they help facilitate the problem solving cycle.

Communication Styles

Communication styles assume that we each approach communication events from our own perspective, and that knowing our own and others styles helps us to better understand group participants. Communication styles here are applied to group problem solving, but they could be adapted to a variety of communication settings. The styles approach is an adaptation of David Kolb's learning styles (Kolb & Fry, 1975; Kolb, 1976, 1981, 1984). Learning is treated as a subset of a more general approach to communication events. Kolb's is an information process model of learning styles (Claxton & Murrell, 1987). The emphasis is on an internal process of taking in and making sense of information during a communication event. Kolb's inventory uses two bipolar scales. One scale measures information taken in by observation or by action. The second scale measures the preferred processing of information by feeling or by thinking. While any participant may use all four styles, each group member tends to rely on one or two styles more than the others. The inventory I created uses 16 items that underwent reliability testing and were then distributed on a normal scale (Wambach, 1992).

PEOPLE communicators concentrate on the individuals in a communication event and consider the study of humans as an end in themselves. IDEA communicators focus on the content of the communication message--on the concepts, arguments, evidence, and persuasive appeals. SYSTEMS communicators notice how things work in a communication event, the practical do's and don'ts. APPLICATION communicators approach each communication event with a view toward new possibilities, toward creating something new from what is happening in this present communication event.

Each of the four communication styles is important to the problem solving cycle. Groups that lack strength in one of these areas are susceptible to groupthink. Each participant brings with him or her a perspective that will accentuate some aspect of the problem solving cycle. As students learn to identify their own and others' communication styles, they learn to respect the need for all styles in order to achieve a high quality group decision.

Group Communication Theory

The group communication theory portion of the course includes a summary of descriptive research as opposed to prescriptive group techniques. While any compilation of group communication research would do, I selected a structural-functional theory approach (Fisher & Ellis, 1990). The Fisher & Ellis book is, however, too difficult for students enrolled in the first college small group communication class. It has worked well, however, for groups to accept responsibility for learning one chapter and then teaching it to the rest of the class.

Each group is assigned a chapter which must be read by all group members. The group is to prepare and offer a 20-30 minute presentation wherein they teach the chapter to the rest of the class. Members must all participate equally in all parts of the presentation. A written handout of the material covered in the presentation is given each student in class. This handout is checked ahead of time because the class will be tested on all chapters.

The format for the presentation includes four parts. Each part is associated with one of the communication styles. The idea of including all four is to assure that all styles are addressed in each presentation.

1. Involvement Activity. Each presentation begins with an activity which involves class members and gives them immediate experience. The activity might

be a group exercise, a dramatization, a game, or other creation. This interaction is designed to meet the PEOPLE communicators.

2. Concepts & Terms: The overall concepts of the chapter are explained and the important terms are defined. The content of the chapter meets the focus of IDEA communicators.

3. Questions: A variety of true-false, multiple choice, matching, fill-in-the-blank, and short answer questions offer practice putting the basic information of the chapter together in new ways. This is a way to check understanding and actively work with information. It is designed to meet the interest of SYSTEM communicators.

4. "Real Life" Examples: This includes instances of how the chapter information can be found in communication class group experiences, other classes, business and public life. Students often select portions of films to demonstrate the "real life" example. This portion of the report appeals to the APPLICATION communicators.

Case Studies

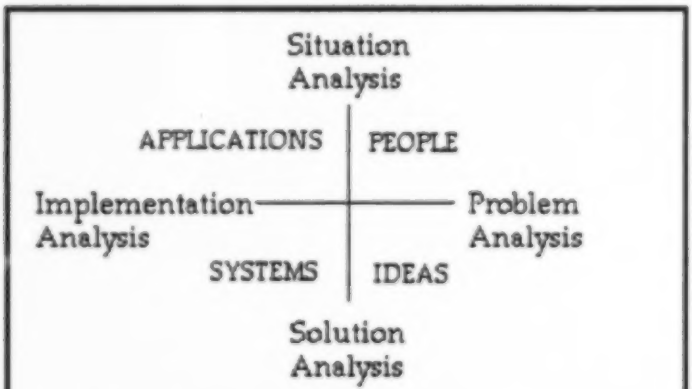
Another link to real life is the case study approach. Case studies are narratives of life-like authenticity that include concrete details. Case studies deal with complex issues in an open-ended and ambiguous manner and raise questions, rather than answer them (Hutchings, 1993).

There are a variety of ways case studies can be used. I create fictional case studies to give students practical experience with some difficult aspects of the group problem solving process (Appendix A; Wambach, 1992). Cragan and Wright (1991) use fictional case studies so students can critique other groups' work. Using case studies to teach the substance of a topic is not new (Hutchings, 1993; Wasserman, 1992; Welty, 1989). Each semester students in my classes select a real life case study from newspapers and

news magazine articles along with the general topic which it represents (Appendix B). The actual problem solving cycle is completed by using these case study, whether real or fictional.

Problem Solving Cycle

The problem solving cycle is a prescriptive multi-stage model that uses what Smith (1989) called conjunctive problems. According to Smith a conjunctive problem is one where group success requires the work of all, or most all, members. The problem requires that one step be completed before the group can tackle the next. This way group members are more likely to pool resources and coordinate complimentary skills. Smith found that the more stages, (for him up to 3 stages), the more group performance surpassed individual performance and the more group members were satisfied. Even though what is presented here is not backed by as much research as an instructor would prefer, it does offer an alternative that makes sense to the students.



Communication Styles & Analysis Areas

The problem solving cycle is a rough adaptation of Dewey's problem solving steps (1910). It includes four consecutive analysis areas. Each area emphasizes two of

the communication styles. The Situation Analysis looks at the context within which the problem is found and uses the skills of the PEOPLE and APPLICATION communicators. It includes a study of the environment; the group's values, interests, aspirations; a rank order of important issues; and a policy statement. The Problem Analysis, which details facts, descriptions, history, logical relations among the facts, and creates a theoretical model of the problem, uses the PEOPLE and IDEA communication styles. The Solution Analysis lists criteria and possible solutions and then selects the best solution(s). It focuses on the skills of the IDEA and SYSTEMS communicators. The Implementation Analysis sets up a way to involve those important to making proposed changes, identifying and removing barriers to the changes, devising a plan, and guiding it to completion. It uses the skills of the SYSTEMS and APPLICATION communicators.

Group Procedures and Communication Skills

Organized meeting procedures include such things as working from an agenda, collecting information one member at a time with a carousel method, compiling ideas with brainstorming, rank ordering with the nominal group technique, reasoning from data with a Toulmin diagram, analyzing barriers to change with a forcefield diagram, creating an implementation plan with a PERT chart. Each of these is tied to their place in the problem solving cycle. The Toulmin diagram of arguments, for example, comes in the Problem Analysis after information has been collected and students need to apply the information to the case study. The PERT chart comes in the Implementation Analysis when students need to specify how their solution will become a reality. Total Quality Management techniques, such as declared ground rules at the beginning of meeting and the Delta-Plus summary at the end, are also easily incorporated into student meetings.

A sample of communication skills includes social skills such as expressing feelings, paraphrasing, asserting one's views. Task skills include initiating ideas, separating facts

from opinions, using good reasoning, and offering evidence. Leadership skills include introducing topics, using summaries, involving all members. Besides these categories, students learn to build consensus, use the library, and interview techniques, role play, and give oral and visual presentations.

Class Schedule & Grading

The semester class begins with 5 weeks wherein groups, as described above, learn and teach the class a portion of the theory. After the theory segment, the remaining 11 weeks of the semester focus on the full problem solving cycle (Appendix C). Following each of the analysis reports, students give written feedback to one another, grade one another on their group participation, and debrief their group experience. The participation grade is the combined scores from all fellow group members. The power of group members to grade one another is the way individuals are made accountable to one another.

The grading for this course is complicated. There are two written tests that can be administered either individually, as a group, or a combination of the two. The theory presentation to the class is graded half for the group's work and half for each individual. There are four written problem solving analysis reports; some receive a group grade and some an individual grade. At the end of the semester, the four analysis reports are combined and presented by the group as a public discussion covering the full problem solving cycle. Six times during the semester, students distribute a specified number of points among group members. Their combined results constitute participation grades. Finally, students are given a portion of their final grade for merely attending class. With each absence, that portion of the grade is decreased. For a class that meets three times a week, the first three absences are not graded below an "A" for that portion, but the fourth drops to "B" until after six absences, the student fails the class, regardless of the rest of the work.

One way to distribute the percent of final grade among these assignments is as follows:

Test 1	15%
Test 2	15%
Theory Presentation	15%
Four Analysis Reports	15%
Group Discussion	20%
Member Participation	10%
Attendance	10%

This paper offered the assumptions and description of an introductory small group communication class that uses a communication styles approach to group problem solving. A request for examination copy of the workbook is enclosed. If you are interested in further information, contact Julie Wambach at Scottsdale Community College, 9000 E. Chaparral Road, Scottsdale AZ 85250, phone (602) 423-6354. Julie also has a teaching manual with evaluation and feedback forms.

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Appendix A

The Group From Hell

It was mid-morning break at Native Form, a company that specialized in hand carved and hand painted wild birds and animals. Clarissa decided to join Edward, who was sitting alone and looking glum.

"You look as if you're having a bad day," she commented.

"It's not a just a bad day. It's a bad two months," grumbled Edward. "I've had it with that Quality Initiative Committee. We've been meeting one afternoon every other week, and we've gotten nowhere. At first I figured that was okay, but now I'm trying to work out how to get out of this thing. How do I tell George, my manager, I want out?"

"What's going on there?" Clarissa wanted to know.

"Well, we just had our 5th meeting and I can't say we've accomplished a thing. At first it was fun because I like some of those folks, but now it's a drag."

"Sure, but you get to see Jim, and Arnie, and Mary. That should be great."

"I use to like these folks, too. I'm not so sure anymore.. When we started, Mr. Johnson, the vice president, met with us twice and told us we were supposed to come up with suggestions for improving quality around here. He hasn't been back since the second meeting. I'm not the only one concerned about the fact that all they do is smoke cigarettes and drink Coke and tell stories for 3 hours every other Wednesday," Edward shook his head.

"Well, did you tell the others how you feel?" she asked.

"Listen, once I said I wanted to meet where no one would smoke and they jumped all over me. So, we're in the smokers' dining room. I've taken to sitting at a different table because that smoke is making me sick. Mostly, Jim and Mary try to see who has the best jokes.

"Arnie at least brings his pencil and paper. A couple of times he suggested we begin to figure out what we can do to improve quality here, but no one listens to him. I spent time one week looking through all the products we make and brought a list of problems. I was glad Arnie asked that and so I tried to mention some of what was on my list. All I said was, 'Some of the carvers are doing shoddy work and we need to look at the paint we're using.' Mary

snarled,. 'Are you saying my loons aren't any good?' I had never heard her like that."

"Were you talking about her loons? I think they are really beautiful. That black and white feathering looks like the real thing to me." Mary said.

"No, I was speaking more general. But I'd be darned if I was going to say that after she yelled at me. Jim could tell we were both upset. He tried to explain to Mary that maybe I had a point, but then she thought he didn't like her loons. He said he was maybe more concerned about that whale-headed stork with that awful blue head. It looks like a joke, Jim said. No wonder people aren't buying it."

"Then, Mary went totally out of control. 'What is this? Nobody likes Mary's birds? Why don't we consider Arnie's nocturnal carnivores. Is that latest group suppose to be a raccoon family? I don't think anyone who's ever seen a live raccoon would recognize those Disney-like creatures,' she screeched at us. That woman is funny, but she's also crazy as a loon--if you get my meaning. Now that I think about it, that's when I started sitting at the next table. Maybe it's more than the cigarettes."

"Well, maybe your group is in a 'group developmental slump.' Hasn't anything good happened?"

"Jim has some interesting ideas. He keeps talking about all the things he'd like Native Form to get into, like Northwest Indian stylized birds and animals. We actually had a pretty good discussion about whether Native Form was committeed to realistic representations or if more cultural representations would be appropriate. Arnie said it was too early to talk about that when we didn't even know how good the present products are, or if we are hitting the right market. That was back during the third meeting, I guess. I had hopes at the start that this committee was going to make a big difference. Now I know this quality initiative stuff is a bad idea," Edward said.

"Well, who's in charge of this committee? Sounds as if you guys are in serious trouble. Shouldn't someone help you," Clarissa wanted to know.

"When we started we agreed to keep everything confidential on the Quality Initiative Committee. Mr. Johnson was definite about that. He said we should figure out what needs to be done and each of us do our part. I guess that means we're all suppose to be leaders, but I don't know how. I probably shouldn't even be talking to you about this, but I am sick of it. I thought about going back to

Mr. Johnson, but he's been on the road. And besides, he'd probably think I was a whiner. Maybe I am."

"After that big fight, I didn't want to go back, but George, my manager, said I was put on this committee and I better not make waves. At yesterday's meeting, I sat at one table, Arnie at another, and Mary and Jim sat together and complained about what a lousy place this is to work. Arnie brought along monthly department reports he worked on most of the time. I sat there getting an ulcer. I wanted to just get up and leave. I don't know why I stayed for three hours. What a waste!"

"I once heard someone say a bunch of people are not necessarily a group just because they are in the same room. I'm not sure exactly what that means, but it sounds as if somehow that applies here," Clarissa reflected.

"Well, if the Quality Initiative Committee is a group, it's the group from hell." Edward took an aspirin and washed it down with strong black coffee.

"Group from Hell" Case Study Procedure

1. Give case study to read with questions from Part I of questions.
2. In groups have students discuss questions from Part I for 20 minutes. Then have them discuss them as a full class. Use the chalkboard to organize answers to questions that correspond to the concepts below.
3. Conduct a discussion using the rest of the questions. Continue to use chalkboard to record the concepts. Afterwards, when summarizing what has been covered, have each student copy the board, or have one make notes and have them typed and distributed. [Steps 1-3 could take 75-90 minutes.
4. Introduce the chapter assignments to groups with the required format.
5. Give a demonstration from chapter 1 of Fischer & Ellis to include the revised handout.
6. After having time to prepare (2/3- a full week of classes), have each group offer a 30 minute presentation following the format based on communication styles.
7. There are full instructions on p169-170 of workbook. Evaluation forms are in the yellow instructor's manual.

Concepts for Group from Hell Case Study
(This is the map of the lesson.)

I. Any Group is more than a gathering of individuals.
   - A. To be a group, the people must have a common goal, the means by which to achieve that goal, the commitment to work together in order to complete the work.
   - B. While it helps to have people with different communication styles, to make the most of that diversity requires everyone recognize their own shortcomings and respect the unique skills of others.
   - C. As individuals become a working group, the process becomes evident. (FE1)

II. A successful group pays attention to both its social and the task dimensions. (FE 2)
   - A. Members need to be able to give and willing to receive feedback. (Structural, FE3)
   - B. Members need to understand how a group works. (Functional, FE4)

III. Group members will adopt, establish and follow norms, and play roles. (FE8)
   - A. Some norms can be explicated at the start and others emerge by consensus.
   - B. Roles can be social, task, or individual. (FE8, plus W4-64-65)

IV. Leadership is necessary for a group to be successful.
   - A. Leadership, power, and influence are important concepts. (FE9)
   - B. Leadership need not be left to one person. (FE9, W4, p57-61)

V. Conflict is inevitable.(FE10)
   - A. Where there is diversity, conflict will occur.
   - B. Know how you and other members deal with conflict. (W3, p34-5)
   - B. Recognize and deal with potentially destructive conflict. (W3, p36-8)
   - C. Use constructive conflict to increase group effectiveness. (W3, 43-4)

Questions for Group from Hell Case Study
Instructor's Copy
(Provide any part of this for students, or use it all as a script.)

Having read the case study, discuss the following in groups: (20 minutes)

1. What sort of leadership and support did the Native Forms company provide for the QI committee? How were the four members selected & prepared for the committee? What more could Native Forms have done to contribute to the group's success?
2. Edward says he used to like these people; now he's not so sure. Could his change be related to inability of the group to do their job? Or, might the group's inability to do the job bring about bad feelings among the members?
3. How could you tell the QI Committee was having problems if you saw them from a distance in the cafeteria? What would you expect to see with an effectively working group?
4. What could members have done to improve the communication in the group?
5. What are examples of how group members attempted to contribute to the group work?
6. The QI Committee decided to meet where they could drink coke and smoke. What were some other ways the group agreed to do things? Is Edward wrong to suggest a change in rules?
7. What attempts at leadership were offered by the group members? What does "shared leadership" mean? If you were a member of the group what would you do to contribute to leadership?
8. Explain the conflict that exists in the group. How would you deal with the conflict?
9. All four communication styles are represented in this group. Which is Edward, Arnie, Mary and Jim? Why is that, alone, not enough to assure a successful group? What is missing?

Your group has been brought in to offer Native Forms suggestions about better use of the QI committee. What are your recommendations?

COM 230 Group Categories for Fisher-Ellis Chapter Reports

The instructor will do the first report as a model. Students will get from the library the Fisher Ellis book and make a copy of the chapter they are assigned. Then, they will read it, and together make a handout that follow the four parts which correspond to the communication styles. The first part of the Application portion will refer back to this case study. The instructor will do the last report as a bridge into the workbook with the group problem solving work.

Group Process
FE1-Instructor

Social & Task Dimension
FE2

Structural Elements
FE3

Functional Elements
FE4

Roles & Norms
FE8
W4, p64-65

Leadership & Power
FE9

Conflict & Deviance
FE10;
W3-, p34--5, 36-8, 43-4

Group Development/Problem Solving
FE6, W, handout- Instructor

FE=Fischer & Ellis
W=Workbook

List of Case Studies for COM 230 F93

Your group may select one of the following cases for your problem solving work. Only one group per section can do any one case. If your group likes none of these, you may select your own--with my agreement, of course. JAW

Dr. Death

To some he is the angel of mercy; to others a murderer. A retired pathologist, Dr. Jack Kavorkian has dedicated the last several years to a public assault on laws, organizations, individuals, and traditions that forbid euthanasia for patients who wish to end their lives. By assisting terminally ill patients to die, he has taken on the American Medical Association, numerous religious groups, and state laws. Kavorkian has used a variety of dramatic events to assert the right of patients to choose death with dignity over a continued existence they consider intolerable. Kavorkian points to surveys that show a majority of Americans agree with him. Despite that, the two states that tried to pass assisted suicide initiatives found voters turned them down.

Children Who Kill

Kathryn Tomasini, age 12, and her sister Tammie, 11, admitted that they killed their adoptive mother. On February 5, 1993, Lydia Tomassoni, 61 years, was shot in the back of the head with a .357 Magnum while she slept on a couch in their home in Mesa, Arizona. The girls took money from their dead mother and, with friends, went to a mall to shop. Tammie pleaded guilty to manslaughter and later that was thrown out of court. Kathryn was given two years probation in a residential treatment center. The girls' defense attorney said they were seriously abused by Lydia Tomassoni. Before the girls were adopted, they may have had a difficult time with their birth mother and foster homes.

There are several other cases of children who have killed family members or acquaintances. You might select any of them. Or, you might decide to study a specific instance of a drive-by killing by youth gang members.

A Proposed U.S. National Health System

Shortly after he was elected, President Clinton established a commission to put together a proposal for a national health plan. The work of the group was kept top secret. While the Washington administration dealt with budget reform and other issues, the national health system proposal seemed to be forgotten. Then, in Sept., the proposal was presented. In order to assess if the plan is a good one, one needs to compare it with other national systems, e.g., Canada, United Kingdom, Germany. Clinton's proposed plan will cover all U.S. Citizens. Businesses would pay 80% of premium and employees 20%. Small business would receive a subsidy, while unemployed and low-wage workers will also be

subsidized. States would create health alliances that would get coverage at the best rates, and citizens would have about 3 choices of coverage from which to choose. All of this would cost some people more money than presently and some people would pay about the same.

Bosnia-Herzegovnia

The atrocities of the war in former Yugoslavia seem to rank among the most brutal ever recorded. The warring Serbs, Muslims, and Croats are divided by religion and culture. Leaders of the factions, plus representatives of the United Nations, have tried to reach an agreement that would solve the complex issues. There have been several plans to divide the country into three ethnic republics. But, as the talks at the table continue, so does the fighting. Whatever agreements are made by the negotiators are immediately violated by the warriors. The long history of hostility among the groups requires not only knowledge of history and geography, but also an understanding of ethnic differences.

Israel, PLO Accord

For the last 45 years, Israel and the Palestinians have been at war. Now it appears there may be peace in the Middle East. Israel has negotiated directly with the Palestine Liberation Organization. In order to accomplish peace, both Israel and Palestine must accept far less than they have insisted was their fight. Radicals and conservatives on both sides are nervous about the implications. The United States was not a direct part of the negotiations, but they have willingly accepted their role as supporter of both sides.

Gay & Lesbian Rights in Arizona

The Traditional Value Coalition of Arizona is planning a referendum drive. They want to place on the ballot an ordinance that prohibits homosexuals protection against discrimination. Arizona Senator John McCain, against the loud protestation of many Arizonans, was the keynote speaker at a fund raiser sponsored by the Oregon Citizens Alliance, a group openly opposed to non-whites, non-Christians, and non-heterosexuals. Not all Republicans agree with McCain. Barry Goldwater, who has relatives who are openly gay, has said the United States that fought Fascism should not now fight gays just because homosexuals are different.

What is happening in Arizona is a reflection of the nation. Two recent studies tentatively indicated that sexual preference may be inborn and not simply chosen. According to one poll, 80% of Americans judge gay and lesbian lifestyles as "sinful." President Clinton came out early in his new administration in favor of gays in the military. Since then he has had to accept a seriously scaled-down version of his initial proposal.

Appendix C

Possible Semester Schedule for Group Assignments:
Cooperative & Collaborative Groups

This is a 15 week semester schedule with two main groups. Other groups meet just for a single class exercise. The first, cooperative groups, lasts for one week of preparation and two weeks of group presentations of chapters from a theory text. The second group, collaborative groups, lasts for the rest of the semester.

Week	Class Work	Assignment Due
1	Group Activity: Contract Items Communication Styles Instructor Models Chapter Report*	Workbook chapts 1, 2, pp 27-33 Especially pp14-16
2	Form Chapter Group based on communication styles Identify Chapter Topics with Case Study Preparation for Group Reports Instructor Models another Chapter Report*	Workbook p 169; handout Read "Group from Hell"
3-5	Chapter Reports* Written Test on Chapter Reports*	Tested on handouts of chapter
6	Group Problem Solving Form PS Groups Case Study w/Problem Solving Cycle	Workbook chapt 3 & 4 Read "Holiday Wear" Wpp51+ Workbook chapt 4
7	Begin Case Study Selection;	
8	Begin Situation Analysis	*Topic Selection Due Workbook chapt 5
9	Work on Situation Analysis	
10	Problem Analysis	*Situation Analysis Due Workbook chapt 6
11	Solution Analysis	*Problem Analysis Due Workbook chapt 7
12	Begin Implementation Analysis	*Solution Analysis Due Workbook chapt 8
13	Work on Implementation	
14	Problem Solving Discussion Preparation	*Implementation Analysis Due Workbook chapt 9
15	Problem Solving Discussions	
16	Problem Solving Discussions Test 2	

* Chapter reports are from Fisher & Ellis's Small Group Decision Making: Communication and the Group Process, 3rd edition (New York: McGraw Hill, 1990). Instructor models the teaching of chapters 1, 2, 6, 10. Student groups teach chapters 3, 4, 7, 8, 9. All handouts are checked prior to assure that all information for the test is included. In fact, groups can consult handouts from previous classes to see if their own handouts include all the chapter information. The format for presenting chapters is based on communication styles.

Workbook is Wambach's Group Problem Solving Through Communicaton Styles (Kendall/Hunt, 1992)

Group Problem Solving Through Communication Styles

Julie Ann Wambach, Ph.D.

Group Problem Solving Through Communication Styles provides students with more than a potpourri of small group decision making theory and practice. Basic small group communication theory and techniques are introduced within the context of a full problem solving cycle. For example, the Nominal Group Technique is presented when students are required to rank choices; Toulmin's diagrammed arguments when students collect and assess materials on the problem; Lewin's forcefield analysis when students prepare to implement chosen solutions.

Communication styles, drawn from David Kolb's learning research (Case Western Reserve University), provide the framework for the problem-solving cycle. Kolb's four learning styles, based on the way one takes in and processes experience, become unique approaches to group communication events. First, students identify their own communication style and that of other group members. Then, they are introduced to a problem solving approach which is based on learning styles research. Within the problem solving cycle, students realize their own communication style prepares them to contribute uniquely in at least one of the four phases of solving problems. The approach used here encourages students to capitalize on their natural communication strengths, to broaden their learning and communication approaches, and to respect the contributions of group members with communication styles different from their own. The book has the following features:

- •Communication Styles Survey to identify strengths and weaknesses one brings to group work
- •Learning Objectives
- •Lists of Key Terms
- •Products for which groups are responsible
- •Group Debriefing Exercises
- •Self-Scoring Quizzes
- •Cartoons
- •Instructions for preparation and presentation of visual aids
- •Written in Kolb's cycle of learning
- •Prescriptive agenda orientation that emphasizes both task and people skills
- •Case Studies, Critical Incidents, Contemporary Examples
- •Emphasis on collaborative learning

Most college groups deal primarily with the honeymoon phase of zero history groups. With this approach students are required to work in groups that are, by research standards, long term. Group direction and personal commitment are tested over 8-15 weeks.

Send the form to Todd A. Cordts, Kendall/Hunt Publishing Co., 600 W. Ray Rd. Suite B1, Chandler, AZ 85224

Please send me an examination copy of **Group Problem Solving through Communication Styles**. Dubuque IA: Kendall/Hunt, 1992. by Julie Ann Wambach .

Class for which I am considering the textbook _____ Yearly enrollment _____

Name _____ Institution _____

Street _____ City/State _____ Zip_____